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ABSTRACT

Vancouver Community College's (VCC's) educational plan for 1988-93 is set forth in this document. First, an outline is presented of VCC's current planning initiatives, including efforts related to controlled enrollment expansion, the demand for part-time studies, instructional quality, facility expansion, instructional innovation, management development, and internal communications. Next, a statement is presented, confirming VCC's continued commitment to interinstitutional and intersystem cooperation, entrepreneurial initiatives with private sector partners, international education, and involvement in provincial, national, and international activities. In the next section, enrollment-oriented planning considerations are discussed, which include overall programmatic stability, improvements in the viability and quality of the two-year arts and sciences program, increased needs for English as a Second Language and literacy training, and other anticipated changes. Discussions of instructional and facilities/equipment considerations are followed by comments on VCC's relations with the Native Education Centre in Vancouver and the British Columbia Institute of Technology. Appendixes provide supporting data in graphs and tables; a summary of the major findings of an environmental scan; reports on issues related to instructional program reviews, international education, the Canadian Jobs Strategy, and VCC's performance measured against previous educational plans; and a chart showing directions and initiatives planned for 1987-93. (EJV)

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ED297841

Vancouver Community College

EDUCATIONAL PLAN 1988 - 1993

Paul Gallagher
President

October 1987

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EDUCATIONAL PLAN 1988-93 OVERVIEW

Vancouver Community College in 1992-93

In 1992-93 Vancouver Community College expects to be well recognized within its community and beyond as an institution that guarantees the provision of only high quality instructional programs with both variety and selective areas of specialization, that is managed well, and that retains the flexibility to respond effectively to changing demand for its services.

Planning Initiatives

To realize this expectation, V.C.C. has **already embarked upon the following** planning initiatives for the five years ahead:

* A strategy to permit **controlled enrolment expansion** and adjustment (appendices 1,2 and 3) relying primarily upon resources provided by the Ministry of Advanced Education and Job Training supplemented by the college itself in collaboration with the private sector and various provincial and federal government departments and agencies.

* A plan to **analyze more systematically the demand for part-time studies** and to adjust the operation of the college to ensure the capture of the market share appropriate to the college's mission and objectives for the next five years.

* A program to **accent the quality of its instructional performance** through an improved program review process, college-wide employee performance evaluation processes, and an employee development program.

* A plan to **expand facilities, to upgrade the quality of some current facilities,** and to maintain currency of instructional and support equipment (appendices 4 and 5).

* A program to **encourage innovation** in instruction and applied research related to the instructional and student life of the college.

* A program to **redress current imbalances** between the delivery of instruction and the support of instruction by increasing resource allocations to support services.

* A plan to **augment the management skills** of all personnel in managerial and administrative positions and of those aspiring to such positions in keeping with the needs of contemporary management in complex organizations.

* A program to **improve internal communications** and to strengthen the many ties of the college to its larger community.

* A program to **make the college more user-friendly.**

These initiatives, to be fully implemented over this five year planning period, are rooted in the planning assumptions provided by the Ministry of Advanced Education and Job Training, in those features of our recently updated Environmental Scan noted in Appendix 6, and in the recommendations arising from the Institutional Evaluation reports received in 1986.

These objectives cannot be achieved unless institutional productivity, as defined for the college and institute system since 1982, is redefined to pay greater attention to qualitative considerations in education. V.C.C. looks forward to participation with its system partners in the necessary redefinition of productivity in post-secondary education.

Continuing Commitments

In addition to the specific planning initiatives cited above, V.C.C. confirms its **continued commitment to the following operating principles** contained in previous Five Year Educational Plans and their annual updates:

* V.C.C. will collaborate fully in strategies calculated to encourage interinstitutional and intersystem co-operation.

* V.C.C. will do more to manage its own future by increasing its entrepreneurial initiatives and joint venturing with private sector partners, and expanding its self-

sufficiency through the activities of its Alumni Association and the V.C.C. Educational Foundation.

- V.C.C. will maintain a significant but not overwhelming International Education program as part of its contribution to provincial economic development and international understanding.

- V.C.C. will remain active in provincial, national, and international activities consistent with its Vision Statement (appended) and its overall developmental strategy in the period 1988-93.

Special concern must be expressed about one planning assumption specified by the Ministry: *"In an attempt to gradually improve regional equity . . . growth will be directed towards colleges where participation rates are low, provided such institutions have developed feasible and acceptable planning objectives and strategies to increase participation."* **While V.C.C. supports the concept of regional equity, it also urges that institutions be rewarded for superior performance against performance criteria advocated by the Ministry over the past five years. In our view, regional equity must be balanced with efficiency of performance and with a renewed emphasis on qualitative considerations. Institutions like V.C.C. that have performed very well in the past ought not be penalized in their pursuit of qualitative improvement by an imbalanced system emphasis on regional equity.**

Enrolment Profile and Program Planning Considerations

In the light of this long term outlook, Appendices 1, 2 and 3 have been completed as requested to indicate our base enrolment profile by program area for the next five years.

Attention is first drawn to the fact that the enrolment profile for 1988-89 is only the profile to be funded through the base budget for that year. The college expects, in addition, to maintain its current levels of temporarily funded courses (TFC's) and special projects, to broaden its cost recovery offerings, to expand its contract services, and to increase its International Education off-campus activities as other components of its total enrolment plan for 1988-89. Similarly, the projections for the years beyond 1988-89

(Appendix 2) refer to base budget plans only.

Attention is also drawn here to critical aspects of both the 1988-89 enrolment profile and to some aspects of the longer term base enrolment plan:

1. **We propose no major program or enrolment shifts for 1988-89** from 1987-88. Given the current environment with respect to student demand as well as market demand for graduates, and given the college's commitment to operational flexibility, it is more appropriate to plan for gradual base profile adjustments rather than major program realignments from year to year.

2. We plan to ensure the **viability and quality of our two year Arts and Science Program.** This objective anticipates a modest increase in funded enrolment over the next five years, but also a concerted effort on our part not to "crowd out" Arts and Science programming by significant increases of Career programming or enrollments on the Langara campus.

3. We anticipate, over the five years, the **need to increase training in English as a second language** in the light of the current ethnic composition of the Vancouver area and projected Canadian patterns of immigration.

4. We project, over the five years, **the need to increase literacy education and Adult Basic Education offerings** in the light of the current state of literacy in British Columbia and throughout Canada.

5. We also anticipate, over the five years, increased base enrolment in the following areas: tourism and hospitality-related studies; health-related programs, especially for the elderly; a variety of programs for the mildly disabled. Outside the base enrolment, the college anticipates an increase in business-related part-time studies, a market-driven array of continuing education offerings, a new market for conference planning and management, and a selective increase in contracts for training in business and industry.

6. We anticipate, over the five years, **decreased base enrolment** in some technical/industrial full-time vocational training, some full-time vocational training

for traditional service occupations, and a gradual decline in demand for much entry-level short term vocational training traditionally sought by Employment and Immigration Canada.

7. We project **increasing demand for system-wide** Instructor Diploma programming and related instructional skill development and more general human resource development activities. We are planning for retention of our system-wide leadership role in such initiatives.

8. We are alert to the possibility of **major changes in the training of apprentices** that could result in more extended institution-based training than at present.

9. We are actively exploring the wisdom of proposing **a unique Language Institute** that would capitalize on the college's existing expertise in language training and that could make a significant contribution to British Columbia's Pacific Rim economic strategy.

Instructional Considerations

1. As part of its planning strategies with respect to innovation in teaching, V.C.C. is continually exploring new possibilities for the delivery of training and education. These explorations do not suggest a major reorientation of the college towards distance education approaches over this planning period, because of the concentration of population in the college's catchment area and because of the preferred learning modes of most students. However, the college does anticipate increases in open learning systems, computer-based programming, and more independent study modes of learning as well as gradually increasing demand for telecollege services. V.C.C. is prepared to make appropriate instructional adjustments in the light of these expectations.

2. V.C.C. will continue to review the content and organization of its programs as part of its program review process. It should be anticipated that evolution and reorientation of current programs will be far more common than program cancellation or reduction.

3. V.C.C. recognizes growing community desires to increase accessibility to post-secondary opportunity for severely and multiply disabled citizens. The college stands ready to contribute to increasing accessibility for this component of our population, and proposes that its most suitable function is to "train trainers" rather than to provide direct on-campus services for large numbers of severely or multiply disabled people. The college is equally sensitive to the need for significantly increased funding to provide effective services in this area. Building on the base of expertise already developed at King Edward would be the college's basic strategy.

4. V.C.C. projects a continuing need to become even more sophisticated in the application of computers and information technologies to many instruction and support activities including the automation of more library and support services. More generally, the college sees itself continuing the shift from industrial training to technology influenced education and education for emerging service occupations as the market for its graduates correspondingly shifts.

Facilities and Equipment Considerations

Attention is drawn to the following clarifications of Appendices 4 and 5:

1. Completion of the current partial upgrading and **renovation of the Langara Campus** in 1988 should be the trigger for commencement of the balance of the renewal of that campus, accepted in principle by the Ministry as long ago as 1979. As the Langara facility completes its 20th year of beyond-capacity use during this planning period, this project should be a system as well as institutional priority.

2. Projected major **expansion of tourism and hospitality training** prompts an anticipated need for more space in downtown Vancouver. Specifics concerning additional space requirements for this purpose cannot be provided at this time, but this initiative must constitute a component of the total space requirements for the system during this period.

3. The feasibility of a **college-community multi-purpose centre** on or adjacent to the King Edward Campus, as part of the redevelopment of Vancouver's Mount Pleasant area, with joint municipal-private sector-college planning and funding, is now being

studied. This tentative project is listed in Appendix 4 without a financial estimate.

4. The **replacement equipment requirements** listed in Appendix 5 should be assessed in terms of the age of existing equipment and facilities, as well as of equipment enhancement and replacement now taking place in businesses whose labour market needs are being met by the college.

5. The enrolment and programs of the King Edward Campus have required the college to **lease substantial off-campus space** each year. Suitable space requirement analyses for the campus have not yet been completed and so no specific request for additional space has been included in this plan. That request is likely to be forthcoming in the annual updates to this plan.

6. No specific request has been presented with this plan for **additional athletic/recreational facilities** at the Langara Campus because of current higher priorities there. A detailed request should be expected with the annual updates to this plan.

Relationship With the Native Education Centre in Vancouver

1987-88 marks the initiation of a new and closer relationship between the Native Education Centre in Vancouver and the College. The effectiveness of this new relationship will be monitored closely by both parties. Although the Centre's five year plan is added to the College's plan at Ministry request, these two plans are recorded separately, in the spirit of the current term of the relationship between these two institutions.

Reorientation of B.C.I.T.

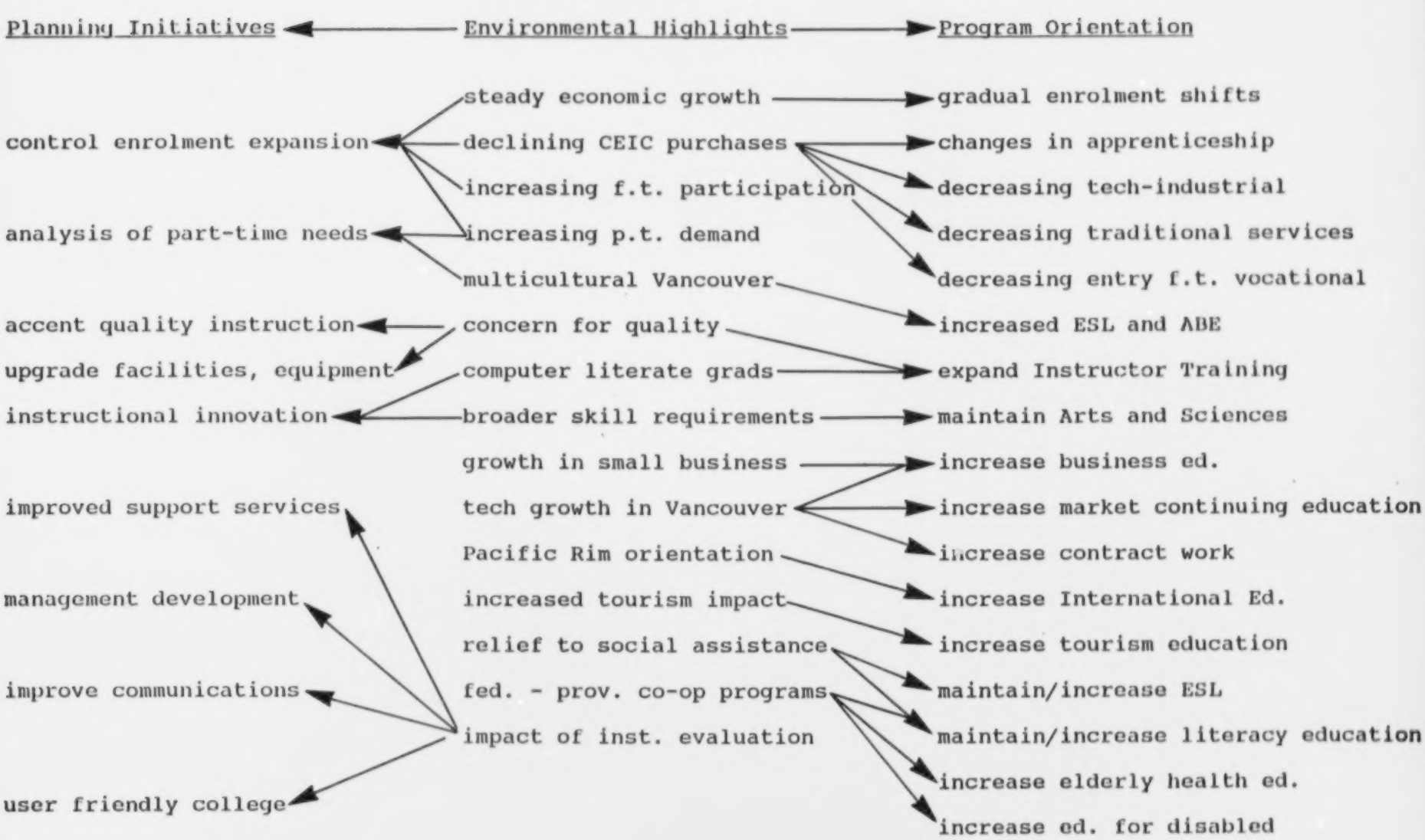
V.C.C. is aware of the current task force examining the program profile appropriate for the B.C. Institute of Technology. No considerations in the plan are prompted by speculation about the outcome of this examination, but V.C.C. is certainly prepared to revise its program profile should that be a recommendation arising from the current B.C.I.T. study. The College urges, however, that meaningful consultation with the College Board and its staff precede any revision to the V.C.C. proposed program profile or

related plans.

Summary

A graphic summary of the relationship among the environmental scan, the planning initiatives, and program orientations outlined above is appended.

Educational Plan 1988-93 - Summary



EDUCATIONAL PLAN UPDATE

APPENDIX 1

A SUMMARY OF THE PROGRAM PROFILE REQUEST FOR 1988/89,
BY PROGRAM AREA, CENTRE AND MINISTRY CATEGORY OF INSTRUCTION

		FUNDED 87/88 FTE	88/89 FTE IF 100% OF 87/88 ALLOC	NEW PROGRAM OPTIONS	COMMENTS
1. BY PROGRAM AREA:					
ARTS & SCIENCES		2,910.0	2,910.0	0.0	
ENGLISH AS A SECOND LANGUAGE		1,380.5	1,380.5	0.0	
ADULT BASIC EDUCATION		832.6	840.4	70.0	
BUSINESS & OFFICE		1,364.8	1,370.3	4.0	
INDUSTRIAL		999.0	939.5	72.4	
LEGAL, SOCIAL & EDUCATIONAL		335.8	369.2	40.4	
HEALTH		724.4	728.9	90.4	
SERVICES		522.5	562.1	148.8	
COMMUNICATION ARTS		216.0	196.3	8.0	
FINE & PERFORMING ARTS		278.0	288.0	0.0	
	V.C.C. TOTAL	9,563.6	9,585.2	434.0	
2. BY CENTRE:*					
KING EDWARD CAMPUS		2,541.8	2,556.5	76.0	
LANGARA CAMPUS		4,430.2	4,437.0	0.0	
VANCOUVER VOCATIONAL INSTITUTE		2,205.4	2,205.5	322.0	
CONTINUING EDUCATION		386.2	386.2	36.0	
	V.C.C. TOTAL	9,563.6	9,585.2	434.0	
3. BY MINISTRY CATEGORY:					
UNIVERSITY TRANSFER		2,910.0	2,910.0	0.0	
ADULT BASIC EDUCATION		2,213.1	2,220.9	70.0	
CAREER		1,785.5	1,774.4	8.0	
VOCATIONAL		2,345.0	2,361.4	338.0	
PART-TIME VOCATIONAL		310.0	318.5	18.0	
	V.C.C. TOTAL	9,563.6	9,585.2	434.0	
4. NATIVE EDUCATION CENTRE:	N.E.C. TOTAL	120.0	120.0	5.0	--5 FTE extra for literacy students.

Vancouver Community College
Office of Institutional Research
1987-10-07

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*Does not incorporate transfer of Home Support Aide program from K.E.C. to V.V.I. which occurred recently.

EDUCATIONAL PLAN UPDATE

APPENDIX 2

A SUMMARY OF THE PROGRAM PROFILE REQUEST FOR 1988/89 - 1992/93
BY PROGRAM AREA, CENTRE AND MINISTRY CATEGORY OF INSTRUCTION

		FUNDED 87/88 FTE	1988/89 PLAN	1989/90 PLAN	1990/91 PLAN	1991/92 PLAN	1992/93 PLAN
1. BY PROGRAM AREA:							
ARTS & SCIENCES		2,910.0	2,910.0	3,000.0	3,000.0	3,000.0	3,000.0
ENGLISH AS A SECOND LANGUAGE		1,380.5	1,380.5	1,460.0	1,480.0	1,525.0	1,535.0
ADULT BASIC EDUCATION		832.6	840.4	875.1	885.1	885.1	885.1
BUSINESS & OFFICE		1,364.8	1,370.3	1,405.6	1,413.8	1,418.8	1,422.1
INDUSTRIAL		999.0	939.5	970.3	980.2	986.1	986.1
LEGAL, SOCIAL & EDUCATIONAL		335.8	369.2	380.4	401.2	407.2	407.2
HEALTH		724.4	728.9	740.2	772.7	774.3	775.9
SERVICES		522.5	562.1	569.5	580.2	580.2	580.2
COMMUNICATION ARTS		216.0	196.3	204.3	206.0	206.0	206.0
FINE & PERFORMING ARTS		278.0	288.0	302.0	309.0	309.0	309.0
	V.C.C. TOTAL	9,563.6	9,585.2	9,907.4	10,028.2	10,091.7	10,106.6
2. BY CENTRE:*							
KING EDWARD CAMPUS		2,541.8	2,556.5	2,701.1	2,768.1	2,825.1	2,835.1
LANGARA CAMPUS		4,430.2	4,437.0	4,528.0	4,528.0	4,528.0	4,528.0
VANCOUVER VOCATIONAL INSTITUTE		2,205.4	2,205.5	2,247.3	2,291.3	2,291.3	2,291.3
CONTINUING EDUCATION		386.2	386.2	431.0	440.8	447.3	452.2
	V.C.C. TOTAL	9,563.6	9,585.2	9,907.4	10,028.2	10,091.7	10,106.6
3. BY MINISTRY CATEGORY:							
UNIVERSITY TRANSFER		2,910.0	2,910.0	3,000.0	3,000.0	3,000.0	3,000.0
ADULT BASIC EDUCATION		2,213.1	2,220.9	2,335.1	2,365.1	2,410.1	2,420.1
CAREER		1,785.5	1,774.4	1,805.4	1,818.1	1,822.1	1,822.1
VOCATIONAL		2,345.0	2,361.4	2,391.4	2,457.4	2,465.4	2,465.4
PART-TIME VOCATIONAL		310.0	318.4	375.5	387.6	394.1	399.0
	V.C.C. TOTAL	9,563.6	9,585.2	9,907.4	10,028.2	10,091.7	10,106.6
4. NATIVE EDUCATION CENTRE:	N.E.C. TOTAL	120.0	120.0	145.0	165.0	185.0	205.0

Vancouver Community College
Office of Institutional Research
1987-10-07

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*Does not incorporate transfer of Home Support Aide program from K.E.C. to V.V.I. which occurred recently.

EDUCATIONAL PLAN UPDATE

APPENDIX 3

NEW PROGRAM OPTIONS FOR 1988/89 - 1992/93*

NEW PROGRAMS	PROGRAM NAME	MAJOR PROGRAM	PACS	F.T.E. REQUESTED	RANK ORDER BY YEAR
1988/89 (IF 100% OF 87/88 ALLOC.)	V.C.C.:				
	JEWELLER & GOLDSMITH	VOCATIONAL		0.0	
	GRAPHICS TECHNICIAN	VOCATIONAL		0.0	
	PRINTING MANAGEMENT	VOCATIONAL		0.0	
	ADULT DAY CARE WORKER	VOCATIONAL		0.0	
	ACTIVITY AIDE	VOCATIONAL		0.0	
	PHYSIOTHERAPY AIDE	VOCATIONAL		0.0	
	CARE OF MENTALLY FRAG.	VOCATIONAL		0.0	
	TRANSPORTATION CLERK	VOCATIONAL		18.2	
	CAREER PREP HAIRDRESSING	VOCATIONAL		0.0	
	HOSPICE AIDE	VOCATIONAL		0.0	
	CULINARY ARTS	VOCATIONAL		0.0	
	JAPANESE CUISINE	VOCATIONAL		0.0	
	BAKING & PASTRY ARTS	VOCATIONAL		0.0	
	FOOD & BEVERAGE MGR.	VOCATIONAL		0.0	
	TOURISM SUPR. UPGRADE	VOCATIONAL		0.0	
	SECURITY ALARM INST.	VOCATIONAL		14.3	
	BLDG. SERVICE A.S.E.	VOCATIONAL		0.0	
	NATIVE EDUCATION CENTRE:				
	LITERACY	VOCATIONAL		5.0	
1989/90	V.C.C.:				
	SMALL BUS. OPERATION	CAREER/TECH		8.0	
	AUTOMOTIVE MERCHANDISING	VOCATIONAL		8.0	
	AUTO SERVICE MGMT.	VOCATIONAL		8.0	
	PARA-PROF. WKR--HANDICAPPED	VOCATIONAL		8.0	
	MICROS IN ACCOUNTING	VOCATIONAL		12.0	
	NATIVE EDUCATION CENTRE:				
	SECRETARIAL/CLERICAL COMPUTER & MICRO TRAINING (Conversion from TFC)	VOCATIONAL		20.0	
1990/91	NATIVE EDUCATION CENTRE:				
	PUBLIC ADMINISTRATION (Conversion from TFC)	VOCATIONAL		20.0	
1991/92	NATIVE EDUCATION CENTRE:				
	CRIMINAL JUSTICE & LAW ENFORCEMENT (Conversion from TFC)	VOCATIONAL		20.0	
1992/93	NATIVE EDUCATION CENTRE:				
	EARLY CHILDHOOD EDUCATION (New)	VOCATIONAL		20.0	

*Those showing requested FTE of "0.0" are new initiatives which the Ministry may choose to support, but are not proposed by V.C.C. as substitutions for activities now being funded in the base.

Vancouver Community College
FIVE YEAR PLAN 1988/93
UPDATE FOR 1988/89

APPENDIX 4: EQUIPMENT

Summary

Description	Year Requested	Debenture Capital 88/89 $'s	Operating Capital 88/89 $'s	Total Request
Replacement of Equipment	1988/89	$ 655,000	$2,500,000 (2,500,000)	$3,155,000 (2,500,000)
Upgrade of Existing (Productivity)	1988/89	1,036,000 (1,017,000)		1,036,000 (1,017,000)
Maintenance and Upgrade of Existing (Enhancement)	1988/89	695,000 (2,843,700)		695,000 (2,843,700)
New Program Requirements	1988/89	60,000	279,004	339,004
GRAND TOTAL		$ 2,446,000 $(3,860,700)	$ 2,779,004 $(2,500,000)	$ 5,225,004 $(6,360,700)

NOTE: bracketed ( ) numbers denote 1987/92 submission

Vancouver Community College
FIVE YEAR PLAN 1988/93
APPENDIX 5: FACILITIES

Summary

Category	Year Requested	Debenture Capital 88/89 $'s	Operating Capital 88/89 $'s	Total Request
Replacement of Existing/ Preservation of Plant	1988/89	$ 943,000 (689,000)	$ (1,500,000)	$ 943,000 (2,189,000)
Human Safety/Security	1988/89	350,000 (295,000)		350,000 (295,000)
Upgrading (Enhancement)	1988/89	456,000 (5,185,000)		456,000 (5,185,000)
Upgrading (Productivity)	1988/89	575,000 (1,185,000)		575,000 (1,185,000)
New Facilities	1988/89	1,554,000* (200,000		1,554,000 (200,000)
GRAND TOTAL		$3,878,000 $(7,554,000)	$(1,500,000)	$ 3,878,000 $(9,054,000)

* plus three items for which figures are yet to be determined but will likely be several million dollars in total (see page 7)

Note: bracketed figures ( ) denote 1987/92 submission

ENVIRONMENTAL SCAN HIGHLIGHTS

Vancouver Community College has participated recently in the development of both a regional environmental scan and a province-wide environmental scan. Elements of these scans that ought to influence VCC's new Educational Plan most forcefully in the next five years are listed below:

1. British Columbia's general economic prospects for the next five years are for slow but steady improvement and movement towards a stronger service economy and primary industry processing. British Columbia's five year economic prospects are for slower growth than in many other parts of North America.

2. Direct purchases of vocational training by Employment and Immigration Canada in British Columbia and the rest of Canada have declined noticeably in recent years. These declines are expected to continue.

3. While the age cohort from which full-time post-secondary students are primarily drawn will continue to decrease during this period, BC participation rates in post-secondary education are low to average in comparison with the rest of Canada. BC participation rates can be expected to increase in the next five years.

4. The demand for part-time post-secondary education is expected to increase in the next five years. Indications are that 40% of the work force will participate in formal occupational upgrading of some kind in the next five years. A substantial part of this upgrading can be expected to be provided by public post-secondary

institutions. A substantial part can also be expected to be provided in the Vancouver area.

5. Vancouver will continue its development as a multicultural, cosmopolitan centre.

6. There is a growing policy emphasis within British Columbia and Canada on quality in education. Outcomes research and performance funding are two current indicators of a new emphasis on quality as distinct from accessibility.

7. The first computer literate high school graduates are now beginning to enrol at the post-secondary level.

8. Skill requirements are broadening in most employment, and employers are placing a premium on employees with sufficient skill flexibility to adapt to changing work environments.

9. Almost all the net increases in employment in the Vancouver area have been found in businesses with less than 20 employees. Half of such firms in Vancouver are less than eight (8) years old. This pattern is expected to continue into the next five years.

10. The effects of applications of technology to the work place are expected to be felt more in the Vancouver region than in other regions of the province.

11. The Pacific Rim orientation of British Columbia and Vancouver will increase in the five years ahead.

12. Tourism will become an increasingly important segment of the BC and Canadian economies. A training infrastructure to support the tourism industry is essential, if British Columbia is not to lose its market share to national and international competitors.

13. As many as one in five British Columbians in recent years has had to rely on forms of income or social assistance as main forms of income for periods of time. The number of single, young employable people on income assistance has grown dramatically.

14. Federal-provincial agreements have recently been signed to focus and co-ordinate efforts of governments to foster economic growth and to assist employable welfare recipients to enter or re-enter the work force.

15. VCC has recently completed a comprehensive institutional evaluation. The results of this evaluation should now be translated into concrete action plans.

Vancouver Community College - indeed, no educational institution - cannot by itself address all the issues arising from even these highlights within its environment. Nevertheless, it is primarily the combination of these influences as well as the considered judgment of its personnel and Board that prompt the orientation that Vancouver Community College proposes for its next five years, as described in the Overview that serves as the introduction to this Educational Plan 1988-93.

November 1987

ISSUE REPORT ON INSTRUCTIONAL PROGRAM REVIEWS

Introduction

Vancouver Community College has had a formal Instructional Program Review process in place for several years. That process has been refined several times and is now applied to several programs each academic year; however, many programs have yet to be formally reviewed. Prompted by recommendations of the 1985-86 Institutional Review process, a new Instructional Program Review process is currently under study; recommendations for a revised process are scheduled for reception by January 1988 with the expectation that all instructional programs will be reviewed at least once within the subsequent five years.

The Current Process - A Description

The process for each program begins with the gathering of data by the Office of Institutional Research. These data (student characteristics, financial information, graduate placement etc.) are forwarded to the department to contribute to what essentially becomes a program self-study under the general supervision of the Division Chairman. The primary objectives of the self-study are to review the currency of program objectives, to relate activity to objectives, to identify issues, and to develop an action plan for the program. A "briefing paper" is the tangible product of the self-study.

The program "briefing paper" forms the basis of a program review meeting of the department head, the Division Chair, the Program Advisory Committee chair, and the Executive Committee of the college. Following this meeting, the Principal of the campus housing the program is responsible for preparing a detailed report on this stage of review. This report is then reviewed by the Executive Committee and the Education and Student Services Committee of the Board. This Board Committee reports to the Board.

Actions prompted by these review activities may be required at departmental, divisional, campus, or college (Board or Executive Committee) levels.

The Current Process - A Critique

The major weakness of the current instructional program review process is the length of time each review takes in relation to the benefits that are perceived to be derived, particularly at the program level. More candidly, the process takes an inordinate amount of time and energy, at several levels within the college, but does not seem to produce results justifying that time and effort. Even more candidly, it may be a ritual that many program personnel would prefer to avoid, given the perceived costs and benefits. At a Board level, it satisfies a college policy but is rarely helpful to the Board in its policy monitoring role.

A second weakness is that the process is so cumbersome that it is physically impossible for the college to review all programs over a five year span.

The Outlook

Without prejudging the results of the current review of the process, it seems likely that a "two-level" review format will be recommended: at a first level, all programs would have a structured audit at least every two years; at a second level, programs judged to require a more thorough review would be reviewed formally as often as may be required along lines similar to those of the current process.

Special Considerations - Arts and Sciences Review

The College has put particular energy into the development of an Arts and Sciences program review process because it would appear that a valid and reliable process for this curriculum area does not exist. Accordingly, an informal committee of representatives from four colleges, the system's Institutional Evaluation Office, and a university representative has been working for more than year on the design of a review model that might be reliable, valid, and adaptable to a variety of institutional circumstances. That committee remains in operation, but quick and successful results should not be anticipated.

In 1987-88, VCC has elected to participate in a pilot year "assessment service for general education" designed by the Educational Testing Service in Princeton, New Jersey. The college expects to obtain some comparative information from this pilot service; such information may be helpful for the development of a suitable Arts and Sciences review process.

PG/sb

ISSUE REPORT ON INTERNATIONAL EDUCATION

International Education activity is managed by a Director who is responsible for policy, planning and the marketing of International Education. He is assisted by an Associate Director, responsible for operations and a Director, Hong Kong, who is responsible for attracting, counselling and dispatching to Vancouver growing numbers of pacific Rim (Hong Kong, Taiwan, Japan) students. A small support staff provides clerical and other routine assistance.

The International Education Division operates on the basis of an approved **Marketing Plan, 1986-1988**. The plan calls for the development and implementation of a foundational basis of operation - a task which was initiated in September 1986, with two primary marketing targets, Hong Kong and Japan. A secondary target is the People's Republic of China. Tertiary targets are described as those geographic areas or projects deemed to produce operational possibilities. The **Marketing Plan 1986-1988** calls for research into the development and operation of a VCC Learning Centre to be located in Hong Kong and which will be dedicated to the delivery of computer-assisted learning in English as a Second Language. Price Waterhouse, Hong Kong has been commissioned to carry out a needs study. Results are expected in the fall of 1987.

In one year of organized activity (1986-87) International Education has moved to approximately $1.5 million per year (350-400 students). Potential exists to increase present cash flow considerably. Limitations exist, however, in terms of college capability to absorb higher numbers of students. The ceiling on foreign student number is liable to be in the region of 400-450. With the exception of some 20 percent of revenue to support operational costs, all income is allocated to the respective campuses delivering educational services for foreign students. Recommendations for the period of 1988-1993 are as follows:

1. Refine and improve all planned activities incorporated into the existing Marketing Plan 1986-1988, i.e. Operational Manual, Student Handbook, publicity materials, etc.

2. Upgrade the Marketing Plan 1986-1988 to include the periods 1988-1990 and 1990-1992 respectively at appropriate times during the duration of the **Educational Plan 1988-93.**

3. Improve techniques for attracting foreign students and foreign activity to VCC. Improve internal registration, testing, counselling and delivery of programs to foreign students.

4. Maintain sensitivity to meeting the needs of Canadian students relative to increasing numbers of foreign students passing through VCC.

5. Improve internal relations with administration, faculty and staff and ensure they are fully informed on plans and activities.

6. Assist administration and faculty in seeking professional development experiences abroad.

7. Depending upon recommendations received in the commissioned Price Waterhouse study, take steps to plan and locate in Hong Kong a VCC Learning Centre which will be self-supporting, act as a marketing conduit to the Far East and which will attract students to VCC or other parts of Canada. Seek Ministry of Advanced Education and Job Training approval, coordinate activities with other secondary post-secondary British Columbia institutions and if necessary create a joint venture with the Hong Kong private sector.

8. Ensure that quality prevails in all activities and that VCC becomes the leading college in Canada in International Education. Write and publish a book on International Education at VCC.

9. Create joint venture possibilities for international activity with the BC private sector.

10. Seek out and bid contracts abroad. Carefully select same relative to the capability of the institution to carry out work without straining resources.

11. Ensure all activity is in keeping with the approved 5 Year Plan the Institutional Evaluation findings (19867) and the VCC Vision Statement.

It might be noted that the Continuing Education Division operates a major Summer English Language Program, primarily for international students. This program consists of a series of short course sessions of a few weeks each, combined with the homestay experience and social/recreational activities aimed at introducing international students to the Canadian cultural experience. In summer 1987, in the order of 500 students were served by this program.

Current efforts are concentrated in two directions: one is to increase enrolments in this Summer Program to take advantage of under-utilized physical capacity at that time of year; the second and more important emphasis is qualitative improvement of the Program with the objective of developing an already strong program into the outstanding summer language program in Canada.

November 24, 1987

ISSUE REPORT ON THE CANADIAN JOBS STRATEGY (CJS)

AND ITS SIGNIFICANCE AT VCC

The College has been active in developing closer relationships with the BC private sector since the fall of 1985, especially relative to discovering and responding to the training needs of Industry and Business. The Canadian Jobs Strategy (1985) was considered a natural funding possibility but reality and circumstances have proven otherwise. Despite one or two project development successes (Career Start and NOW), the College has not been able to tap Federal Government (CEIC) funds on a consistent basis. A College sponsored survey commissioned in 1986 also revealed private sector reluctance to solicit Federal funds through the Canadian Jobs Strategy.

The College accordingly changed its approach to Contract Development Services in 1986. Mid-1986 saw a new and promising focus on Small Business Development at a provincial level. A college-wide coordinator of Small Business was appointed and a two year plan of activity developed (1986-1988). The plan calls for the initiation of an Owner Development Program, courses in "How to Start" a business, innovative educational methods for small business, a unique approach to small business training known as H.E.T.A.D.I. and the development of business conferences in cooperation with the Vancouver Board of Trade, the FBDB and other agencies. The VCC Small Business Program has become well known and has developed a reputation for quality and for being at the leading edge of small business activity.

Recommendations for the period 1988-1993 are as follows:

1. VCC should continue to focus on small business development and programming.

2. The longevity of small business development and programming should be assured through sustained funding. A policy alternative would be to require all institution-based small business programs to become self-sustaining.

3. The Small Business Plan 1986-88 should be re-evaluated and upgraded to reflect current experience and economic trends.

4. VCC should continue its policy of only selective involvement when contemplating project possibilities or affiliations with private sector or other organizations.

5. VCC should continue to search actively for projects and project funding from both the Federal and Provincial Governments (CJS, Job Trac, etc.).

6. VCC should effectively demonstrate and publicize its effectiveness in developing and sustaining major projects, many of which can be used to confirm or enhance a developing reputation for quality in design, delivery and administration.

7. VCC should seek ways and means of executing development or implementation processes with the maximum amount of flexibility.

8. Contract activity should be generally consistent with the intents and purposes of recent policy and other documents concerned with future structure and operations of the college (Vision Statement, Institutional Evaluation and the Five Year Plan 1988/1993).

9. VCC should continue to lobby actively for improvement of the Federal Government CJS policy as it pertains to colleges throughout Canada.

COMMENTARY ON **VCC'S PERFORMANCE AGAINST PREVIOUS** EDUCATIONAL PLANS

Introduction

Vancouver Community College has developed two previous Five Year Educational Plans: the first one for the period 1980-85, in conformity with the original Ministry guidelines; the second was for the period 1983-88 in conformity with revised Ministry guidelines which remain substantially in force to this day. In addition, the College has submitted annual updates of these plans to the Ministry concerned.

The commentary below is based primarily on the College's performance in the past five years against the Plan established for 1983-88.

Where Planning and Performance Matched - 1983-88

1. Productivity Targets

A major preoccupation of government for the period 1983-88 was an increase in instructional "productivity" or a lowering of the unit costs of instruction and general operations. VCC set as its target an annual 2% productivity increase from 1983 to 1987. Ministry records indicate that this target has not only been met but surpassed, and significantly so in some program areas.

In fact, the College's desire to meet government objectives for productivity and the fact that VCC was, when the productivity targets were originally set, already the lowest cost institution in the system, have eroded the College's capacity to respond as well as it would wish to the qualitative requirements of its educational services. A superficial comparative analysis of the resources and support available to VCC instructors in relation to their counterparts in other B.C. post-secondary institutions does not cast VCC in a good light.

2. Student Demand

The high levels of unemployment in B.C. and Vancouver in particular, anticipated by VCC in 1983 did indeed materialize and consistently influenced the demand for the College's educational services. The shifting demand away from industrial/technical training towards training for the service occupations did materialize and prompted a gradual shift in vocational program emphasis at the College.

The demand for Arts and Sciences, or more generally, education remained strong throughout the 1983-88 period as projected, in part as the result of a higher participation rate by Grade 12 graduates in the Vancouver area which counterbalanced the declining size of Grade 12 graduating classes during this period.

The demand for English as a Second Language and for Adult Basic Education remained strong over the five year period as projected. The capacity of the College to respond to this demand was primarily a factor of federal and provincial funding and enrolment targets for these forms of post-secondary education.

3. Student Demand from Outside the College Region

VCC remained throughout the 1983-88 period a provincial institution as well as a local community-based institution, with in excess of 20% of students permanently resident outside the College region. If anything, the demand for VCC services for citizens resident outside the College region exceeded expectations.

4. Employer Demand for Graduates

Given the high ratio of unemployment in Vancouver, B.C. and Canada, the VCC 1983-88 projection of lower placement rates for graduates did indeed materialize, most evidently in 1984 and 1985. However, placement rates have improved in recent years and remain notably high as a result of improving economic prospects in B.C. and continuing modification of VCC instructional programs to match shifts in the workplace.

In the same vein, wait lists for most full-time vocational programs virtually dried up in the mid-1980's but have shown a marked increase in many program areas since 1987.

5. Development of International Education Potential

The VCC 1983-88 plan to establish and expand the international component of its array of offerings has materialized. Indeed, its college-based international activity is currently approaching optimal capacity. This development is the product of the College's ability to act in an entrepreneurial fashion while ensuring that its international activities remain not only cost recoverable but profitable. The potential for significantly increased off-shore training potential remains (see Issue Report on International Education).

6. Increased Revenue Generation

In conformity with Ministry planning assumptions for 1983-88, the College has increased the percentage of its total revenues generated by its own initiatives rather than provincial grants - and that percentage has increased each year.

Tuition fee revenue increases were particularly marked to 1985, but have been reduced since that time. Revenue from contract work has increased significantly since 1985 despite obstacles arising from the introduction of the Canadian Jobs Strategy in 1985 (see Issue Report on the Canadian Jobs Strategy).

The revenues generated by the VCC Educational Foundation since 1984 have been steady if not spectacular, and the establishment of the

VCC Alumni Association should have a long-term benefit for revenue generation for the College even though revenue generation is not the primary objective of this association.

Discordance Between Plan and Reality 1983-88

1. Impact of Technology

The impact of technological change on employer workplaces was not as great or as rapid as had been projected. As a result, major curriculum changes anticipated as a result of technological change were not warranted. Nevertheless the College did introduce technology intensive programs in 1983-88 and updated several other programs in response to workplace requirements.

2. Demand for Part-time Occupational Studies

A sharp increase of demand for part-time upgrading and retraining did not materialize as anticipated in 1983, and the reasons for this circumstance are not clear at this time. In the last two years, there have been significant increases in part-time occupationally-related courses through our Continuing Education Division, but these increases are still not as great as originally anticipated. This issue is currently under active study (see Educational Plan Overview - Planning Initiatives).

3. Lifelong Learning

Although progress has been made with respect to achieving the College's and the Ministry's objectives with respect to multiple and recurring educational opportunities for citizens throughout their lives, VCC is still not satisfied with the progress it has made with respect to lifelong learning. Recognizing its own graduates as a fertile ground for recurrent education is a recruiting strategy for the period 1988-93.

4. Program Transfers Between Institutions

VCC could not have anticipated, and therefore planned for, the program transfers resulting from the BCIT/PVI merger of 1985. The transfers originally prompted significant dislocation but have since been accommodated satisfactorily.

5. Changes in Federal Policy and Practice

Discontinuation of the Skills Growth Fund originally announced with such flourishes by the federal government was counterbalanced by

the introduction of the provincial initiative called Excellence in Education. Neither the discontinuation of one nor the introduction of the other could have been anticipated in 1983. More generally, the government move at both levels to increase targeted rather than base funding was not anticipated in 1983.

The introduction of the Canadian Jobs Strategy in 1985 was a more important unanticipated development. This push for greater support to private sector training, and industry-driven rather than institution-based training, has not had significant impact on this college to date, primarily because the Canadian Jobs Strategy has not worked as planned to date. The prospect of reduced public sector training purchases has been a source of real anxiety at this college, but the college has coped. Revisions to the implementation of the Canadian Jobs Strategy are urgently required, if public training institutions are to achieve their potential. (see Issue Report on the Canadian Jobs Strategy).

6. Hospitality and Tourism Education

In 1983, VCC anticipated playing a major role in province-wide Tourism and Hospitality training initiatives, although such a role was not an explicit objective in 1983. In 1986, VCC was assigned special funds to develop a specialized Tourism and Hospitality capacity. Since that time, developments have been stalled pending the establishment of the Pacific Rim Institute of Tourism. The establishment of this institute to coordinate tourism training, through which VCC should play a leadership role, is eagerly awaited.

In the most general of terms, VCC's performance in the last five year period should warrant confidence in its ability to achieve its Educational Plan 1988-93.

Paul Gallagher
President

PG/sb

A VISION FOR VANCOUVER COMMUNITY COLLEGE

in response to the

Institutional Evaluation of 1985-86

January 1987

VCC'S MISSION - A STATEMENT OF PRINCIPLE

Vancouver Community College's mission is to ensure a full range of educational opportunities of high quality for all adults within its jurisdiction, in co-operation with other educational institutions and agencies, to meet continuing and changing individual and societal needs within the context of a lifelong learning society.

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A Direction for 1987-92

Missions and statements of principle provide only a long term orientation and focus. It is also necessary to establish attainable objectives and priorities for various stages in the life of the college. In this spirit, the following direction and initiatives are planned for Vancouver Community College for the period 1987 to 1992.

Directions for 1987-92

In 1987 to 1992 VCC will:

1. place greater emphasis on improving the quality of its traditional programming than on increasing the amount of its traditional programming.

2. expand its activities primarily in upgrading or retraining, non-traditional learning, and in international initiatives rather than in its traditional basic programming.

3. seek out more partnerships with business and community organizations to broaden the base of educational services provided by the college and to obtain additional resources for its traditional and new activities.

4. co-operate actively with other educational institutions and agencies to provide collectively the best and broadest educational opportunities for as many citizens as carefully managed resources will allow.

Initiatives for 1987-92

To translate this direction into reality, the following initiatives should be included in the activity agenda for 1987-92:

1. We should reaffirm our long-term commitment, at levels responsive to community demand, to our current ten program sectors (ESL, ABE, Communication Arts, Fine and Performing Arts, Industrial, Services, Business Office, Legal/Social/Educational, Health, Arts and Science) and specifically to ESL both campus and community based, to the reduction of adult illiteracy, to a full two year Arts and Science program, to a range of career and vocational programs, and to our expanding community services curriculum.

2. We should put more developmental resources into computer-based education, competency based education, and contract development initiatives.

3. We should encourage each department to identify potential sources of partnerships with individual corporations and community groups, to be followed up systematically with the co-ordination of the Director of International Education and Contract Services.

4. We should take the initiative to step up inter-institutional co-operation - both practical and symbolic - with the confidence that the long term effect will be to expand rather than contract the activity of the college.

Directions for 1987-92	Initiatives for 1987-92
5. make a long-term commitment to responding to new educational needs of its former students and, in return, seek a long term commitment to the college from its students.	5. a. We should look to our graduates and former students as a major potential pool for upgrading or retraining programs. b. We should make every effort to stay in touch with as many graduates and former students as possible, primarily with the co-ordination of the VCC Alumni Association.
6. put increased emphasis on its liaison with community groups and agencies to strengthen its community service orientation.	6. All college centres and departments should determine whether and how they might strengthen their community roots and have identifiable constituencies.
7. recognize that evaluation and development activities are as important as instructional activities if the college and its graduates are to remain current.	7. a. We should build our budgets to include evaluation and developmental activities as annual essentials rather than as optional add-ons to "instruction" that are subject to availability of funding and time. b. We should examine how we might best use "professional development" time.
8. capitalize on its diversity while promoting greater intra-college co-operation where co-operative undertakings might enhance the ability to respond more effectively to community educational needs.	8. a. We should reaffirm our distinctive centre and department characters. b. We should use more cross-centre committees to address common interests and concerns.
9. become more service-oriented by making its service to students, potential students, graduates, and employees more personal.	9. a. All components of the college should look for ways of making their services to students more personal; particular emphases might be put on improving the students' first contacts with the college and on maintaining contact with students after they complete their programs. b. Special attention should be paid to providing facilities and amenities suitable for working students coming for upgrading or retraining on a one-time basis.

Directions for 1987-92	Initiatives for 1987-92
10. encourage all personnel to help one another achieve their work objectives.	10. We should all - faculty, staff, administrators - look to ways to do our work better and to help others to do their work better.
11. step up efforts to increase public understanding and support of the work of the college as the chief means of maintaining and enhancing the traditional sources of financial support for the college.	11. a. We should invest more in corporate and program promotion and less in individual last-minute course or program advertising. b. We should seek new ways of reaching the public and the political leaders from the "human interest" angle. c. As many as possible should make a volunteer community commitment to assist the college to penetrate its community and to tell the College story.
12. introduce better means of keeping college personnel informed of matters that they need to know to do their work more effectively.	12. We should reexamine and, if necessary, renew our college-wide and centre-based information systems.
13. encourage meaningful participation of personnel in planning at all levels.	13. We should improve our methods of departmental participation in the planning processes at centre and college levels.

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